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# A New Alternative The national Ed.D. Program for Educational Leaders 1973

Nova University

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**A  
New  
Alternative**

**The National Ed.D. Program  
for Educational Leaders**

**NOVA UNIVERSITY  
Fort Lauderdale, Florida  
April 1973**

## BOARD OF GOVERNORS

### The National Ed.D. Program for Educational Leaders

Medill Bair, Chairman  
Executive Director  
EDCO, Inc.  
300 Longfellow Hall - Appian Way  
Cambridge, Massachusetts 02138

Robert W. Blanchard  
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631 N. E. Clackamas Street  
Portland, Oregon 97208

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Dallas, Texas 75204

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Solano County Office of Education  
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Superintendent of Schools  
Erie City School System  
1511 Peach Street  
Erie, Pennsylvania 16501

George E. Raab  
Superintendent of School  
Bucks County Public Schools  
Administration Building  
Doylestown, Pennsylvania 18901

Motivated by the proposition that education is not limited to a specific geographical site, Nova University has inaugurated an Ed.D. doctoral program that transports the University to the candidate.

This three-year off-campus program is called the National Ed.D. Program for Educational Leaders. It mitigates the provincialism that is the ordinary underpinning of an Ed.D. doctoral program.

The Nova cluster concept for qualified school administrators makes the University accessible on a national scale. Nova is bringing the campus, the curriculum, national lecturers, and state and local resources to the participant.

The program allows for the formulation of a pattern and pace to pursue a doctoral degree that will not interrupt the responsible individual's employment.

### A NEW TYPE OF GRADUATE EDUCATION

The cluster program for educational leaders describes an alternative for graduate study that employs the entire socio-economic components of our society. It is novel in that its orientation is to develop competencies, to introduce a new type of resource and to encourage performance.

Nova's National Ed.D. Program is flexible and responsive to the history of the participant. The candidate functions in the dynamics of this flexibility in that he is an educational leader with on-the-job opportunities.



*Senator Mondale, Chairman Bair and  
President Fischler confer in Washington*



The cluster program incorporates five basic components in its offerings: independent study, local seminars, on-campus institutes, field practicums and substantive examinations.

The basic design of the program is for the participant to work alone and with his colleagues in his vicinity under the supervision of a qualified local cluster coordinator. Study guides and additional materials selected by the coordinators and the national lecturers are made available to the participant. These are usually mailed to his home at no additional cost.

Once a month a Nova national lecturer in a particular substantive area visits with the participant and his cluster of fellow doctoral candidates for an intensive all-day session.

Funds are provided for local consultants to meet with clusters to pursue in greater depth topics which need clarification or further development. Selection of local consultants is shared by the coordinator and participants.

### NATIONAL INSTITUTES

Participants are required to attend two of the annual Summer Institutes at Nova during their involvement in the program. It is the intent of the Institute to serve as a vehicle for the interchange of ideas between program participants, representatives from the political community and specialists in varied fields. These Summer Institutes will probe implications from a national perspective. Maximum interaction among the consultants, lecturers, coordinators and participants from the various clusters is an Institute goal.



*Rep. Shirley Chisholm and Nova Trustee Chairman Farquhar at Summer Institute.*

### SUBSTANTIVE AREAS

The participant is responsible for the mastering of eight fields of competence, each important to the professional development of the school leader:

Supervision, Curriculum Development, Finance, Education Policy Systems, Evaluation, Resources for Improving Schools, Managing the School, and Technology and Systems Management.

Offerings are sufficiently flexible to accommodate individual objectives. They meet the optimum imperatives of professional skills and intellectual understanding consistent with the role of the practicing school administrator. Each of the study fields is considered from the local, state and national points of view.

Within these various areas many other topics are explored: school law, teachers' and students' rights, statistics and research, the teacher as a curriculum agent, determination of the cost-benefit ratios of educational programs . . . to mention a few.

### PRACTICUMS

A practicum in an educational setting is doing something that promises to achieve improvements. It is a project that addresses itself to a specific problem confronting a practitioner who is anxious to deal with the problem realistically and resolve it constructively. It is an experiment or test project to ascertain whether a specific idea is valid or useful. It is a learning experience through doing. In performing a practicum, a participant applies his intellectual resources to enlarge his professional qualifications and contacts and, where applicable, to contribute toward advancing the standards of his profession.

Thus, the practicum involves choosing an actual problem with which the participant is confronted on his job, analyzing its causes, and arriving at a practical solution through implementing a course of action. Each participant is expected to successfully complete four practicums as follows:

The MINI PRACTICUM is a three-month experience intended to introduce the participant to the basic steps in doing and reporting a



practicum. The MIDI PRACTICUM is more complex; it addresses itself to at least two of the eight study areas in the Nova Ed.D. Program; and it is performed over a six-month span.

The MAXI I practicum is a group effort to make a significant change in an educational system. It requires a task-force effort over a one-year span.



*The Practicum Review Staff meets on Problems and Policies*

The MAXI II practicum, requiring individual work for one year, is the culminating effort of a participant. The final practicum results should make a significantly useful contribution to a school system and to the body of educational knowledge. It requires familiarity with the literature, concepts, issues and developments pertinent to the practicum problem. It requires a high level of performance that demonstrates professional competence in educational administration and leadership.

### CLUSTERS

Present plans call for the establishment and operation of 32 clusters in various part of the country. Each cluster will have 25 to 28 participants. Additional clusters beyond the 32 will not be formed prior to 1974 or 1975 in order that the emphasis will be on improving the quality of the program rather than the quantity of persons served.



*Senator Chiles talks with John Thurber, West Palm Beach Coordinator*

The National Ed.D. Program for Educational leaders is not a specific attempt to train potential superintendents or supervisory or administrative personnel as there is no plan to meet state certification requirements for such positions. These requirements are usually so detailed and different from state to state that any attempt to train for specific positions would inhibit the program by making it controlled by the existing credentialing system.

### EVALUATION

Assisted by a grant from the Ford Foundation, the program is presently being reviewed, evaluated and improved. Plans for further developmental evaluation are in process of being carried out.



*Allan Ellis, President, Educational Research Corporation reporting on Evaluation of the Program.*

## REQUIREMENTS FOR ENROLLMENT

To enroll in the program it is necessary to have a school administrative license or other credentials, a master's degree from an accredited institution (the transcript indicating this degree must come directly from the institution), current employment in a school leadership capacity and letters of recommendation directly from the selected individuals.

## FINANCIAL ASSISTANCE

Participants in the program are eligible for federally insured loans. The program is also approved for Veterans Administration education assistance allowance on a three-fourth time basis.

## COSTS

A \$200 deposit is required with the application form, plus a \$25 non-refundable processing fee. Total tuition is \$1,500 per study year, for the first 32 clusters, payable at the time of acceptance, but no later than the first meeting of the cluster. Persons making payment after the first meeting of their cluster will be subject to an additional \$100 late payment charge. Travel and living costs to attend the National Institute at Nova are the only additional expenditures for candidates.

The tuition rate for clusters starting in 1974 and 1975 will be set in January, 1974.

It is anticipated that most students will complete their doctorate program in three years. The tuition fee must be paid for each year the candidate is actually working on his competency requirements.

## ACCREDITATION

In 1971 Nova University was accredited as a special purpose institution by the Southern Association of Colleges and Schools. Nova is a special purpose university in that it is strictly a graduate institution that does not offer undergraduate degree programs. The program is accredited by all other regional associations in the U. S.

## OPERATIONAL CLUSTERS AND CLUSTER COORDINATORS

(Cluster Starting Date)

### JACKSONVILLE, FLORIDA (February 18, 1972)

Bernice S. Scott  
Coordinator, Special Programs in Continuing  
Education University of Florida  
2325 Costa Verde Blvd - Apt. 302  
Jacksonville Beach, Florida 32250

### WEST PALM BEACH, FLA. (February 25, 1972)

John C. Thurber  
Director of In-Service Education  
Palm Beach County Schools  
P. O. Box 2469  
West Palm Beach, Florida 33402

### FAIRFIELD, CALIFORNIA (March 4, 1972)

Daniel Muller  
Asst. Supt. of Instructional Services  
Solano County Office of Education  
655 Washington Street  
Fairfield, California 94533

### FORT LAUDERDALE, FLA. (March 11, 1972)

Bert M. Kleiman  
Director of Secondary Schools  
North Central Area  
Dade County Schools  
489 East Drive  
Miami Springs, Florida 33166

### HARTFORD, CONNECTICUT (March 18, 1972)

Robert C. Miles  
Asst. Superintendent for Instruction  
Hartford Board of Education  
249 High Street  
Hartford, Connecticut 06103

### GAINESVILLE, FLORIDA (March 25, 1972)

Jack B. Christian  
Asst. Superintendent for Instruction  
Alachua County Board of Public Instruction  
3750 N. W. 17th Lane  
Gainesville, Florida 32601

### NEW ROCHELLE, NEW YORK (April 8, 1972)

Robert R. Spillane  
Superintendent of Schools  
City School District of New Rochelle  
515 North Avenue  
New Rochelle, New York 10801



OLD WESTBURY, NEW YORK (April 15, 1972)

John F. Borum  
Dean of Teacher Education  
New York Institute of Technology  
Wheatley Road  
Old Westbury, L. I., New York 11568

WASHINGTON, D. C. (May 13, 1972)

Paul E. Cawein  
Assistant Superintendent of Schools  
415 12th Street, N. W.  
Room 1001  
Washington, D.C. 20004

PINELLAS COUNTY, FLORIDA (May 27, 1972)

Peter Donchian  
Consultant  
Pinellas County School District  
P. O. Box 4688  
Clearwater, Florida 33518



*Cluster Coordinators Ross, Harris and Kleiman*

BOSTON, MASSACHUSETTS (May 27, 1972)

Allan B. Ellis  
President  
Educational Research Corporation  
55 Chapel Street  
Newton, Massachusetts 02158

BUCKS COUNTY, PA. (October 7, 1972)

H. James Ross  
Assistant Executive Director  
Bucks County Public Schools  
Intermediate Unit, No. 22  
Administration Building Annex  
Doylestown, Pennsylvania 18901

EARLY CHILDHOOD EDUCATION

(October 7, 1972)

Marilyn Segal  
Director of Instruction for Early Childhood  
And Open Education  
Nova University  
3301 College Drive  
Fort Lauderdale, Florida 33314

SACRAMENTO, CALIF. (October 14, 1972)

Fred J. Stewart  
Director  
Sacramento School District  
Staff Training Services  
P. O. Box 2271  
Sacramento, California 95810

CHICAGO, ILLINOIS (October 21, 1972)

Virginia F. Lewis  
Assistant Superintendent of Schools (retired)  
Chicago Public Schools  
127 North Dearborn  
Chicago, Illinois 60602

ERIE, PENNSYLVANIA (October 25, 1972)

William E. Bryan  
Deputy Superintendent  
Erie City School System  
1511 Peach Street  
Erie, Pennsylvania 16501

NEW YORK CITY, N. Y. (October 28, 1972)

David S. Seeley  
Director  
Public Education Association  
20 West 40th Street  
New York City, New York 10018

NEW HAVEN, CONN. (November 4, 1972)

George D. Harris, Jr.  
Assistant Superintendent of Schools -  
Operations  
New Haven Public Schools  
New Haven, Connecticut 06511

DELAWARE (January 27, 1973)

Randall Broyles  
Assistant State Superintendent of Instruction  
State Department of Public Instruction  
Townsend Boulevard  
Dover, Delaware 19901

DALLAS, TEXAS (February 10, 1973)

Frank Alexander  
Director of Elementary Operations  
Dallas Independent School District  
3700 Ross Avenue  
Dallas, Texas 75204

RICHMOND, VIRGINIA (March 17, 1973)

John E. Galloway  
Assistant Superintendent, Curriculum  
and Instruction  
Chesterfield County Public Schools  
Chesterfield, Virginia 23832

CINCINNATI, OHIO (March 31, 1973)

James N. Jacobs  
Assistant Superintendent of Schools  
Education Center  
230 East 9th Street  
Cincinnati, Ohio 45202

PHILADELPHIA, PA. (March 31, 1973)

Thomas K. Minter  
Superintendent of Schools - District 7  
Stearne School  
Hedge and Unity Streets  
Philadelphia, Pennsylvania 19124

BALTIMORE, MARYLAND (April 14, 1973)

Howard Allison  
Assistant State Superintendent in  
Certification and Accreditation  
Maryland Department of Education  
P. O. Box 8717  
Baltimore, Maryland 21240

WAUKEGAN, ILLINOIS (April 28, 1973)

Marjory Lerner  
Principal  
Donoghue Elementary School  
707 East 37 Street  
Chicago, Illinois 60653

DENVER, COLORADO (April 28, 1973)

Harold A. Stetzler  
Director of Elementary School  
Personnel Services  
Denver Public Schools  
414 14th Street  
Denver, Colorado 80202

ATLANTA, GEORGIA (April 28, 1973)

Robert Flanders, Director  
Educational Services Center  
P. O. Box 195  
Griffin, Georgia 30223

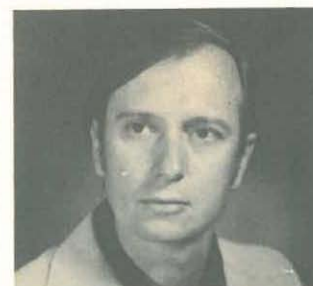
**PROGRAM STAFF**



**DIRECTOR**  
*Donald P. Mitchell*



**DIRECTOR OF PRACTICUMS  
AND CASE DEVELOPMENT**  
*William Applebaum*



**DIRECTOR OF INSTRUCTION**  
*Gerald E. Sroufe*



## **ABOUT NOVA UNIVERSITY**

Nova University was chartered in 1964 as a graduate university. It became affiliated with the New York Institute of Technology in 1970.

The University also offers Ph.D. research degrees in the fields of oceanography, behavioral sciences and life sciences. Master of Science degrees are offered in counseling and guidance, early childhood education and instructional systems.

Private, non-sectarian and non-profit, the University is an autonomous component of a 1,000-acre education complex, including:

1. A public elementary, middle and high school system
2. A two-year community college
3. The University School, an innovative institution for children from pre-school to college-preparatory age, where much of Nova's educational research is applied

## **NOVA UNIVERSITY BOARD OF TRUSTEES**

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